

# KINDERGARTEN TO GRADE 2 GRADE-LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES

## **Development**

The Michigan State Board of Education on June 6, 2002 recommended “Approval of Proposal for Revision of the Michigan Curriculum Framework and Adoption of Policy Statement about Learning Expectations for Children.” This recommendation, along with the reauthorization of the Elementary and Secondary Act--No Child Left Behind, launched the process for the development of grade-level benchmarks.

The grade-level benchmarks are being written for mathematics, English language arts, science, social studies, and the arts. Michigan classroom teachers and educators authored the grade-level benchmarks for social studies. The grade-level benchmarks are grade appropriate expectations that will assist teachers in achieving the social studies benchmarks that we have been using since 1995.

## **Purpose**

The purpose of the grade level benchmarks is to:

- provide grade-level definition of the benchmarks;
- provide deeper understanding, meaning and clear guidance for organizing instruction; and
- serve as a unifying tool that maximizes the benefits of the Michigan Curriculum Framework and MI CliMB.

## **Structure**

The social studies document has a three-row format that allows for greater depth and clarity of each benchmark. Row One provides benchmark variations by grade level; Row Two provides specific performance indicators acceptable as evidence of students’ understanding; and Row Three provides assessment examples that incorporate skills and processes reflected in the inquiry benchmarks.

No new benchmarks have been created. The grade-level benchmarks represent the stages of understanding that students must go through to accomplish the benchmark at the end of three years. The benchmarks for grades 5 and 8 are the benchmarks as published in the Michigan Curriculum Framework. They are the benchmarks, in other words that we have been using since their acceptance in 1995.

The Grade-Level Benchmarks for Social Studies are not intended to be a local district curriculum or a comprehensive scope and sequence of instruction. They should be used exactly as the Michigan Curriculum Framework has been used, as a guide for curriculum development.

## **Assessment**

The development of the social studies grade-level benchmarks does not imply grade-level testing in social studies at this time. Michigan’s grade cluster assessment at the 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades satisfies the federal legislation testing requirements for social studies.

## **More Content Areas are Available**

The Michigan Department of Education website has all the content expectations for all grades and social studies disciplines from Kindergarten to grade 8. You can access them from our web page: [www.michigan.gov/mde](http://www.michigan.gov/mde) select curriculum and standards from the right hand navigation quick link bar, and then social studies.

Social Studies/Strand I/Content Standard 1/Early Elementary  
**Benchmark 1**  
**Use analog and digital clocks to tell time**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Describe what a clock measures.</b>	<b>Use an analog clock to tell time.</b>	<b>Use analog and digital clock to tell time.</b>
<p><b>Student will:</b></p> <p>Describe what a clock does.</p> <p>Distinguish the purpose served by the hour, minute, and second hands on the clock.</p> <p>Practice using words that describe time, i.e.,</p> <ul style="list-style-type: none"> <li>- Seconds</li> <li>- Minutes</li> <li>- Hours</li> <li>- Morning</li> <li>- Afternoon</li> <li>- Night</li> </ul>	<p><b>Student will:</b></p> <p>Identify order and meaning of the display and numerals.</p> <p>Identify when the class does different activities during the day on a digital clock.</p> <p>Using a blank clock face can mark the face to show a morning activity, an afternoon activity, and an evening activity.</p> <p>Practice using ways of communicating time, e.g., half past the hour, midnight, and noon.</p>	<p><b>Student will:</b></p> <p>Mark on a blank analog clock face and a digital clock representation of the hour and minute requested.</p> <p>Uses a clock to tell the time of classroom activities using AM and PM.</p> <p>Practice using alternative ways of reporting time using intervals 1, 5, 10, 20, and 45.</p> <p>Practice using ways of communicating time, e.g., half past the hour, quarter after, quarter to, midnight, and noon.</p>
<p><b>Assessment:</b></p> <p>Given the units of second, minute, and hour, students will arrange the units in order according to length from shortest to longest.</p>	<p><b>Assessment:</b></p> <p>Given a direction to show “half past ten” students will mark a digital clock face appropriately.</p>	<p><b>Assessment:</b></p> <p>When shown a digital clock display the student correctly identifies the time of day and whether it is morning or afternoon.</p>

**Social Studies/Strand I/Content Standard 1/Early Elementary**  
**Benchmark 2**  
**Uses weeks, months, and years as intervals of time**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify what a calendar is and name days of the week.</b>	<b>Name days of the week, months of the year, and number of weeks in a year.</b>	<b>Uses weeks, months, and years as intervals of time.</b>
<p><b>Student will:</b></p> <p>Discuss and describe the organization of the calendar, i.e.,</p> <ul style="list-style-type: none"> <li>- Columns</li> <li>- Rows</li> <li>- Headings</li> </ul> <p>Practice reciting the days of the week.</p>	<p><b>Student will:</b></p> <p>Recite the days of the week and months of the year in order.</p> <p>State the number of weeks in the year.</p>	<p><b>Student will:</b></p> <p>Collaboratively place activities from home and school on calendars in classroom.</p>
<p><b>Assessment:</b></p> <p>From a mixed selection of graphic organizers, students will correctly identify the calendar and recite the days of the week.</p>	<p><b>Assessment:</b></p> <p>Student will recite the days of the week and months of the year in order.</p>	<p><b>Assessment:</b></p> <p>Students will create a timeline of their life showing years. Using a calendar, students will determine months, and years until an event, e.g., birthday or holiday.</p>

**Social Studies/Strand I/Content Standard 1/Early Elementary**  
**Benchmark 3**  
**Distinguish among the past, present, and future**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recount events from the past.</b>	<b>Distinguish today from yesterday and tomorrow.</b>	<b>Distinguish among the past, present, and future.</b>
<p><b>Student will:</b></p> <p>Define and discuss the past.</p> <p>Identify and discuss classroom events from yesterday.</p> <p>Collaboratively list important personal events from their past, e.g., birthday, holiday, seasonal celebration.</p>	<p><b>Student will:</b></p> <p>Discuss and define past, present, and future as yesterday, today, and tomorrow.</p> <p>Identify and discuss classroom events from previous weeks or months.</p> <p>Identify and discuss upcoming classroom events, e.g., holidays, vacations, assemblies.</p> <p>Identify and discuss events that are presently occurring.</p>	<p><b>Student will:</b></p> <p>Discuss and define past, present, and future in terms of years, decades, and centuries.</p> <p>Identify and discuss important events from their past.</p> <p>Identify and discuss presently occurring classroom and current events, e.g., holidays, and assemblies, national and international news.</p> <p>Identify and discuss classroom, community and national events that will occur in the future.</p>
<p><b>Assessment:</b></p> <p>Student will give an example of a past event.</p>	<p><b>Assessment:</b></p> <p>Given pictures of familiar events, students will correctly identify these events as occurring yesterday, today, or tomorrow.</p>	<p><b>Assessment:</b></p> <p>Given pictures of events, students will correctly place those events in the categories past, present, and future, e.g., trade book pictures.</p>

**Social Studies/Strand I/Content Standard 1/Early Elementary  
Benchmark 4**

**Place events of their lives and the lives of others in chronological order**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recount significant events in a child's life and put them in order.</b>	<b>Recount events of their lives in chronological order.</b>	<b>Place events of their lives and the lives of others in chronological order.</b>
<p><b>Student will:</b></p> <p>Identify and discuss the order of events in a child's life.</p>	<p><b>Student will:</b></p> <p>Identify and discuss events they have experienced and place them in chronological order.</p> <p>Discuss and define timeline and collaboratively construct one for the classroom.</p>	<p><b>Student will:</b></p> <p>Identify and discuss events in their lives and the lives of others.</p> <p>Collaboratively construct a timeline using events of their lives and the lives of others.</p> <p>Read and discuss simple biographies and place events on a timeline.</p>
<p><b>Assessment:</b></p> <p>Given illustrations of a child's life, students will correctly place these events in order.</p>	<p><b>Assessment:</b></p> <p>Student will correctly list a series of classroom experiences in chronological order.</p>	<p><b>Assessment:</b></p> <p>Student will construct a simple timeline, which correctly places several events of their lives and the lives of others.</p>

**Social Studies/Strand I/Content Standard 2/Early Elementary  
Benchmark 1**

**Identify who was involved, what happened, and where it happened in stories about the past**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify who was involved in a story about the past.</b>	<b>Identify who was involved, what happened, and where it happened in stories about the past.</b>	<b>Identify who was involved, what happened, and where it happened in stories about the past.</b>
<p><b>Student will:</b></p> <p>Listen to and discuss stories about people in the past.</p>	<p><b>Student will:</b></p> <p>Identify and discuss important people, events, and settings from stories about the past.</p>	<p><b>Student will:</b></p> <p>Students will read simple biographies.</p> <p>Discuss historical accounts of people, their experiences, and where these experiences occurred.</p>
<p><b>Assessment:</b></p> <p>After hearing a story about the past, students will correctly identify who was involved.</p>	<p><b>Assessment:</b></p> <p>After hearing a story about the past, students will draw a picture of the main character, what happened to them in the story, and where it happened.</p>	<p><b>Assessment:</b></p> <p>Given a mixed list of historical people, places, and events, students will match them appropriately.</p>

**Social Studies/Strand I/Content Standard 2/Early Elementary  
Benchmark 2**

**Describe the past through the eyes and experience of those who were there as  
revealed through their records**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Describe their past through personal records.</b>	<b>Describe the past through classroom and school records.</b>	<b>Describe the past through the eyes and experience of those who were there as revealed through their records.</b>
<p><b>Student will:</b></p> <p>Share events about their past experiences using personal records, e.g., scrapbooks, ticket stubs, receipts, and collections.</p> <p>Assemble a portfolio that shows accomplishments through Kindergarten.</p>	<p><b>Student will:</b></p> <p>Share experiences using classroom and school records, e.g., calendar, photo albums, scrapbooks, classroom work, and school documents.</p>	<p><b>Student will:</b></p> <p>Discuss and examine the past using autobiographical accounts objects, and documents, e.g., recipes, jewelry, photographs, saved news articles, postcards, and scrapbook items, clothing, toys, etc.</p> <p>Write a simple narrative account that describes the past, using records.</p>
<p><b>Assessment:</b></p> <p>Given a familiar document, student will describe a personal event associated with the chosen document.</p>	<p><b>Assessment:</b></p> <p>Given a set of records, student will describe the associated event.</p>	<p><b>Assessment:</b></p> <p>Given a set of records about an event representing another person, students will describe the event from the past through the eyes of the other person.</p>

**Social Studies/Strand I/Content Standard 2/Early Elementary  
Benchmark 3**

**Recount events from simple biographies of women and men representing a variety of societies from the past**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recount events from simple biographies about women and men, boys and girls.</b>	<b>Recount events from historical accounts about women and men, boys and girls.</b>	<b>Recount events from simple biographies of women and men representing a variety of societies from the past.</b>
<p><b>Student will:</b></p> <p>Listen to and discuss biographies from a variety of cultures and time periods representative of various cultures, e.g., Native Americans, explorers, colonists, etc.</p> <p>Recreate events from the life of historical characters, e.g., role-play, drawings, dress-up, etc.</p>	<p><b>Student will:</b></p> <p>Listen to and discuss historical fiction and biographies from a variety of cultures and time periods representative of various cultures, e.g., Native Americans, explorers, colonists, etc.</p> <p>Recreate events from the life of historical characters, e.g., role-play, drawings, dress-up, etc.</p>	<p><b>Student will:</b></p> <p>Define and discuss a variety of societies representative of different cultures and time periods, e.g., Native Americans, explorers, colonists, aristocrats, indentured servants, enslaved people, artists, scientists, civic leaders, urban/rural, privileged/less advantaged, etc.</p>
<p><b>Assessment:</b></p> <p>Given a familiar biography, students will recount an event from the main character's life.</p>	<p><b>Assessment:</b></p> <p>Given a historical story, students will recount the experiences of that person's life.</p>	<p><b>Assessment:</b></p> <p>Given a simple biography about a man or woman from a past society, students will recount events from that person's life.</p>



**Social Studies/Strand I/Content Standard 2/Early Elementary**  
**Benchmark 4**

Identify and explain how individuals in history demonstrated good character and personal virtue

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify good character and personal virtue.</b>	<b>Identify people showing good character and personal virtue.</b>	<b>Identify and explain how individuals in history demonstrated good character and personal virtue.</b>
<p><b>Student will:</b></p> <p>Define and discuss good character and personal virtue, e.g., honesty, sharing, kindness, and bravery.</p> <p>Read stories and identify characters showing good character and personal virtues.</p> <p>Recount ways they demonstrate good character in their own lives.</p>	<p><b>Student will:</b></p> <p>Identify from stories and other resources, people showing good character and personal virtue, e.g., generosity, punctuality, loyalty, and, courage.</p> <p>Recreate events from stories showing people demonstrating good character and personal virtue, e.g., role-play, drawings, dress-up, etc.</p>	<p><b>Student will:</b></p> <p>Identify and discuss characters in historical accounts showing good character and personal virtue, e.g., citizenship, and civic responsibility, duty, and promoting justice.</p> <p>Recreate events from stories about historical characters demonstrating good character and personal virtue, e.g., role-play, drawings, dress-up, etc.</p>
<p><b>Assessment:</b></p> <p>Given a character from a story, the student will identify the good character trait being shown by that character.</p>	<p><b>Assessment:</b></p> <p>Given several examples of behavior, students will correctly identify the individuals showing good character and personal virtue.</p>	<p><b>Assessment:</b></p> <p>Given a historical figure showing good character and personal virtue, the student will explain how the person is demonstrating good character and personal virtue.</p>

**Social Studies/Strand I/Content Standard 3/Early Elementary  
Benchmark 1**

**Uses a variety of records to construct a narrative about their personal or family history**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Construct a simple narrative about an event in their life.</b>	<b>Construct a simple narrative about an event in the life of a family.</b>	<b>Uses a variety of records to construct a narrative about their personal or family history.</b>
<p><b>Student will:</b></p> <p>Collaboratively list the ways individuals record events in their lives, e.g., calendars, photo albums, scrapbooks, and portfolios.</p> <p>Collaboratively compose a simple narrative given a group of items and records that might represent a person.</p>	<p><b>Student will:</b></p> <p>Identify and discuss the methods families' use to record events, e.g., photo albums, family calendars, scrapbooks, doorjambs.</p> <p>Listen to, discuss, and retell stories about families and how they keep records, e.g., quilt stories, oral histories, etc.</p> <p>Discuss how records are used to create narratives.</p> <p>Practice creating a narrative from a record.</p>	<p><b>Student will:</b></p> <p>Define and discuss narratives as stories that have characters and settings.</p> <p>Identify and discuss the variety of records historians use to discuss stories about the past.</p> <p>Identify and discuss the variety of records kept by families.</p> <p>Construct a narrative from information contained in personal or family histories.</p>
<p><b>Assessment:</b></p> <p>Given a set of records/items associated with a specific classroom experience, students will construct a simple narrative about that experience.</p>	<p><b>Assessment:</b></p> <p>Given a set of family records, students will tell a narrative about the history of that family.</p>	<p><b>Assessment:</b></p> <p>Given a variety of historical records from their own family, students will choose the appropriate records to construct a narrative about their own family history.</p>

**Social Studies/Strand I/Content Standard 3/Early Elementary**  
**Benchmark 2**  
**Differentiate between historical facts and historical interpretations**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Distinguish between real and not real.</b>	<b>Distinguish between facts and opinions.</b>	<b>Differentiate between historical facts and historical interpretations.</b>
<p><b>Student will:</b></p> <p>Define and discuss real and not real.</p> <p>Listen to and discuss stories to identify real and not-real characters.</p>	<p><b>Student will:</b></p> <p>Define and describe the characteristics of facts.</p> <p>Define and discuss the difference between fact and opinion.</p> <p>Identify and discuss facts and opinions about events in the classroom.</p>	<p><b>Student will:</b></p> <p>Define and describe the characteristics of historical facts.</p> <p>Define and discuss historical interpretation i.e., perspective, point of view, conclusions built from historical facts.</p> <p>Differentiate between the historical fact and historical interpretation in simple historical accounts.</p>
<p><b>Assessment:</b></p> <p>Given pictures of real and not-real characters, students will correctly identify them as real and not real.</p>	<p><b>Assessment:</b></p> <p>Given a list of statements, students will correctly identify those that are fact and those that are opinion.</p>	<p><b>Assessment:</b></p> <p>Given the Thanksgiving story and a list of historical facts and historical interpretations, students will correctly place them in the appropriate categories.</p>

**Social Studies/Strand I/Content Standard 3/Early Elementary**  
**Benchmark 3**  
**Explain why accounts of the same event differ**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Explain why accounts of the same event in the classroom differ.</b>	<b>Identify events from school with more than one point of view.</b>	<b>Explain why accounts of the same event differ.</b>
<p><b>Student will:</b></p> <p>Collaboratively identify and discuss events that affect people in different ways, e.g., sharpening a pencil, getting a drink, coughing, sneezing.</p> <p>Individually identify preferences and collaboratively identify and discuss point of view of various students, e.g., the best gift, the best toy to play with at recess, etc.</p>	<p><b>Student will:</b></p> <p>Define and discuss point of view.</p> <p>Collaboratively identify and discuss events from school that affect people in different ways, e.g., snow day, announcements, and assemblies.</p> <p>Collaboratively chart points of view on events in school.</p>	<p><b>Student will:</b></p> <p>Define and discuss point of view of historical or current events.</p> <p>Examine common situations in class and at school, which can be seen in different ways based on how it affects each person or group.</p> <p>Read and re-enact stories where characters display various points of view.</p>
<p><b>Assessment:</b></p> <p>Given a chart of preferences for one of three balls of different colors, explain why everyone did not choose the same ball.</p>	<p><b>Assessment:</b></p> <p>Given a chart of different points of view about an event in school, students will explain why these views differ.</p>	<p><b>Assessment:</b></p> <p>Given two different accounts of a familiar historical event, students will explain why these accounts differ.</p>

**Social Studies/Strand I/Content Standard 4/Early Elementary  
Benchmark 1**

**Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</b>	<b>Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</b>	<b>Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.</b>
<p><b>Student will:</b></p> <p>Define and discuss consequences.</p> <p>Identify and discuss decisions and consequences.</p> <p>Identify and discuss situations, which have required decisions, e.g., free-time activities, recess toys, classroom rules, and books to read.</p> <p>Match consequences with decisions, e.g., following classroom rules means extra free play time, remembering hat and gloves means you stay warm, not cleaning up means someone steps on and breaks the materials.</p>	<p><b>Student will:</b></p> <p>Define and discuss consequences.</p> <p>Identify and discuss decisions and consequences.</p> <p>Identify and discuss situations, which have required decisions, e.g., free-time activities, recess toys, school rules, and books to read.</p> <p>Read and discuss stories that involve decisions made and their consequences.</p>	<p><b>Student will:</b></p> <p>Identify and discuss school and home decisions they made, and evaluate those decisions in light of what happened.</p> <p>Read and discuss stories that involve decisions made and their consequences.</p> <p>Write advice to others regarding the consequences of making various decisions.</p> <p>Consider various "what-if" scenarios that require decisions and evaluate the consequences.</p>
<p><b>Assessment:</b></p> <p>Given classroom situations where a decision was made, students will identify the correct consequence for each alternative decision.</p>	<p><b>Assessment:</b></p> <p>Given school situations where a decision was made, students will identify the correct consequence for each alternative decision.</p>	<p><b>Assessment:</b></p> <p>Given a situation in their life where students made a decision, students will evaluate the consequences of their decision.</p>

**Social Studies/Strand I/Content Standard 4/Early Elementary  
Benchmark 2**

**Evaluate decisions made by others as reported in stories about the past**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify decisions made by story characters.</b>	<b>Evaluate decisions made by story characters.</b>	<b>Evaluate decisions made by others as reported in stories about the past.</b>
<p><b>Student will:</b></p> <p>Read stories involving decisions made by characters.</p> <p>Identify and discuss decisions made by characters.</p>	<p><b>Student will:</b></p> <p>Identify and discuss decisions made by story characters.</p> <p>Identify and discuss the people and events affected by the decision.</p> <p>Identify how the people and events were affected.</p> <p>Discuss and evaluate the decisions made by story characters.</p>	<p><b>Student will:</b></p> <p>Identify and discuss historical decisions, e.g., decision to build Mackinac Bridge, decision of Ruby Bridge's parents to send her to a white school, decision to pass the bottle bill.</p> <p>Identify and discuss the people and events affected by the decisions.</p> <p>Identify how the people and events were affected.</p> <p>Discuss and evaluate the historical decisions.</p>
<p><b>Assessment:</b></p> <p>After hearing a short story, student will correctly identify a decision made by a character.</p>	<p><b>Assessment:</b></p> <p>Given a decisions made by a character in a familiar story, students will evaluate the pros and cons of that decision.</p>	<p><b>Assessment:</b></p> <p>Given a familiar historical decision, students will evaluate the decision in terms of who was affected by the decision and how.</p>

**Social Studies/Strand II/Content Standard 1/Early Elementary  
Benchmark 1**

Describe the human characteristics of places and explain some basic causes for those characteristics

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify some human characteristics of place in the classroom and home.</b>	<b>Describe some human characteristics of place in the school and neighborhood.</b>	<b>Describe the human characteristics of places and explain some basic causes for those characteristics.</b>
<p><b>The student will:</b></p> <p>Name items in the classroom that students and adults made.</p> <p>Name items in a home that people made.</p> <p>Tell what language they speak.</p> <p>Tell who makes the rules at home.</p>	<p><b>The student will:</b></p> <p>Sing songs from different cultures.</p> <p>Tell what kinds of jobs people have in the school.</p> <p>Identify the kinds of houses and in which different people live and discuss why.</p> <p>Describe what things in the neighborhood people built or made.</p> <p>Tell what human characteristics they see on their way home from school.</p> <p>Describe and discuss people, places and things.</p> <p>Tell who makes the rules at school.</p>	<p><b>The student will:</b></p> <p>Play games from different cultures.</p> <p>Identify what kinds of jobs people have and explain why the jobs are helpful to others who live there.</p> <p>Identify the kinds of structures in which people live and work discuss how they are used, e.g., factories, office buildings, barns/farms, stores.</p> <p>Identify the names of languages spoken in different countries.</p> <p>Explain why students speak the languages they do.</p> <p>Tell that voters make the rules for the community.</p>
<p><b>Assessment:</b></p> <p>When given pictures of a classroom and/or a room at home, students will circle those items made by people.</p>	<p><b>Assessment:</b></p> <p>When prompted, students will describe a human characteristic of place they saw on their way to school.</p>	<p><b>Assessment:</b></p> <p>When shown pictures of different people doing various activities, students will tell and describe who is doing the activity, what the person is doing and why the activity is needed or wanted, e.g., mailman, mayor, fisherman.</p> <p>When shown visual prompts of various structures student will match human characteristics with the structures, e.g. barn and farm, store and goods and products, family and home, school and students.</p>

**Social Studies/Strand II/Content Standard 1/Early Elementary  
Benchmark 2**

**Describe the natural characteristics of places and explain some basic causes for those characteristics**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify natural characteristics of places.</b>	<b>Describe and categorize characteristics of places in books, videos and community that occur naturally in the world.</b>	<b>Describe the natural characteristics of places and explain some basic causes for those characteristics.</b>
<p><b>The student will:</b></p> <p>Identify natural characteristics found at home or in school, e.g., rocks, animals, natural vegetation, pine cone, sunshine.</p> <p>Identify characteristics in picture books that are naturally found in the world.</p>	<p><b>The student will:</b></p> <p>Identify natural characteristics in stories, videos.</p> <p>Categorize characteristics, e.g., land, water, animal, plant, climate.</p>	<p><b>The student will:</b></p> <p>Identify and describe natural characteristics.</p> <p>Discuss and describe cause and effect relationships of natural characteristics, e.g., a tree through the seasons, desert environment, and seasonal precipitation.</p>
<p><b>Assessment:</b></p> <p>When shown a series of pictures with both human and natural characteristics, student will sort into appropriate categories.</p>	<p><b>Assessment:</b></p> <p>When given a series of pictures and a matrix of categories, student will sort various natural characteristics into their respective categories, e.g., land, water, animal, plant, climate.</p>	<p><b>Assessment:</b></p> <p>When prompted, students will describe how seasonal changes affect the leaves of the tree.</p>



**Social Studies/Strand II/Content Standard 2/Early Elementary  
Benchmark 1**

**Describe how people use the environment to meet human needs and wants**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify how families use the environment.</b>	<b>Identify environmental characteristics that people use to meet their need and/or wants.</b>	<b>Describe how people use the environment to meet human needs and wants.</b>
<p><b>The student will:</b></p> <p>Identify different characteristics of the environment during the four seasons</p> <p>Identify how families use the environment- e.g., swimming in a lake, building a snowman, climbing a tree, growing a garden.</p>	<p><b>The student will:</b></p> <p>Identify the ways people use the environment in a story</p> <p>Identify ways people use the environment e.g., trees for building materials, a lake or river for drinking water, plants, fish, animals for food, water and snow for recreation, soil and sun for food.</p>	<p><b>The student will:</b></p> <p>Discuss and describe different types of environments, e.g., desert, forest, mountains, plains, coast</p> <p>Discuss and describe how people use various environmental resources in Michigan when read or shown prompts.</p> <p>Discuss and describe how people in other regions use the environment to meet their needs.</p>
<p><b>Assessment:</b></p> <p>When given a matrix of seasons and pictures of activities students will match them, e.g., raking leaves, making a snowman, planting seeds, swimming.</p>	<p><b>Assessment:</b></p> <p>Given a human want or need and a list of environmental characteristics, student will match them, e.g., wants/ need sledding, family eating a meal, person building a house, person drinking water.</p>	<p><b>Assessment:</b></p> <p>Given a type of environment students will describe how people use it to meets needs and wants.</p>

**Social Studies/Strand II/Content Standard 2/Early Elementary  
Benchmark 2**

**Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify ways the environment affects people.</b>	<b>Identify ways people (students) change the environment.</b>	<b>Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.</b>
<p><b>The student will:</b></p> <p>Discuss and identify what types of clothes people wear in different seasons.</p> <p>Identify the activities people do during different seasons of the year, when shown pictures of people doing seasonal activities.</p>	<p><b>The student will:</b></p> <p>Discuss and identify what people do to change the environment, e.g., building houses, farms, highways, littering, planting a tree.</p>	<p><b>The student will:</b></p> <p>Discuss and describe changes in the environment, e.g., building houses, farms, highways, littering, planting a tree.</p> <p>Explain how different types of environments would affect the type of clothes they wear, e.g. sandals, boots, transportation they use, e.g., snowmobiles, boats.</p> <p>Explain how different environments would affect people's activities and types of jobs.</p>
<p><b>Assessment:</b></p> <p>Match pictures of clothes to pictures of weather conditions, and pictures of activities to the four seasons.</p>	<p><b>Assessment:</b></p> <p>Given a set of pictures, student selects the photograph depicting people changing the environment.</p>	<p><b>Assessment:</b></p> <p>Given before and after pictures of a familiar environment, students will describe how it was changed.</p> <p>Given a description or picture of a familiar environment e.g. snowstorm, students will describe how that environment affects their lives.</p>

**Social Studies/Strand II/Content Standard 2/Early Elementary**  
**Benchmark 3**  
**Suggest ways that people can help improve their environment**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify methods at home and in class that can help the environment.</b>	<b>Identify ways that people in their neighborhood can help the environment.</b>	<b>Suggest ways that people can help improve their environment.</b>
<p><b>The student will:</b></p> <p>As a class, discuss ways that students can reduce, reuse and recycle, e.g., turning off water, use both sides of a piece of paper, turning off the lights.</p>	<p><b>The student will:</b></p> <p>Read stories about people helping the environment.</p> <p>Discuss and identify things people can do to help the environment.</p> <p>Discuss and Identify items that can be recycled from their school or neighborhood.</p>	<p><b>The student will:</b></p> <p>As a class, brainstorm ways to help air, water, and soil.</p> <p>Categorize which activities students can do independently, which ones they need adult help with and which ones only adults can or should do.</p> <p>Brainstorm ways the class could help improve the environment by reducing, reusing and recycling.</p> <p>Discuss and identify the recycle triangle on plastic goods.</p>
<p><b>Assessment:</b></p> <p>When shown pictures of home and classroom students will select examples of activities that would help improve the environment.</p>	<p><b>Assessment:</b></p> <p>When shown pictures of activities in a neighborhood, students will select examples of activities that would help improve the environment.</p>	<p><b>Assessment:</b></p> <p>Student will list three ways to improve the environment.</p>

**Social Studies/Strand II/Content Standard 3/Early Elementary  
Benchmark 1**

**Identify locations (places) of significance in their immediate environment and explain reasons for their location**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify some important features in classroom and explain reasons for their location.</b>	<b>Identify some important places in a school and/or neighborhood and explain reasons for their location.</b>	<b>Identify locations (places) of significance in their immediate environment and explain reasons for their location.</b>
<p><b>The student will:</b></p> <p>Tell some important features in the classroom and explain reasons for their location, e.g., coat rack by door, light switch by door, windows on the wall.</p>	<p><b>The student will:</b></p> <p>Read stories with descriptions of some important places in a school and neighborhood.</p> <p>Discuss the kinds of activities that occur in those important places in the stories.</p> <p>Tell some important places in the stories and explain possible reasons for their location.</p>	<p><b>The student will:</b></p> <p>Discuss and identify locations of importance in their community.</p> <p>Discuss and describe what activities occur in these places.</p> <p>Explain possible reasons for the location of a building, park, store, farm, place of worship etc. by describing the relationship with other nearby features, e.g., firehouse and post office boxes located on an accessible street. McDonald's is on a street with lots of traffic.</p>
<p><b>Assessment:</b></p> <p>Given an important feature in their classroom students will explain a possible reason for its location.</p>	<p><b>Assessment:</b></p> <p>Given an important place described in a story, students describe possible reasons for its location.</p>	<p><b>Assessment:</b></p> <p>Given an outline map of a community, students will place the firehouse and explain why they put it there.</p>

**Social Studies/Strand II/Content Standard 3/Early Elementary  
Benchmark 2**

**Identify people and places in other locations and explain their importance to the community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify community helpers and their activities.</b>	<b>Identify community helpers, their activities and their importance to the community.</b>	<b>Identify people and places in other locations and explain their importance to the community.</b>
<p><b>The student will:</b></p> <p>Listen to stories about community helpers (public workers) and their activities.</p> <p>Identify and discuss community helpers and their activities.</p>	<p><b>The student will:</b></p> <p>Listen to or read stories about community helpers (public workers), their activities, and their importance to the community.</p> <p>Identify and discuss the importance of community helpers to the community.</p>	<p><b>The student will:</b></p> <p>Brainstorm list of goods and services that are important in the community.</p> <p>Identify the goods and services provided by the local community.</p> <p>Discuss why other communities are important to our local community.</p>
<p><b>Assessment:</b></p> <p>Given a community helper, students will select what they do from a short list.</p>	<p><b>Assessment:</b></p> <p>Given a community helper, the student will explain their importance to the community.</p>	<p><b>Assessment:</b></p> <p>Given a good or service from another location, explain why other people and places are important to our community, (e.g., Your community does not have a hospital. You use the hospital services of the other community. Why is the other community's people and hospital important to you?).</p>

**Social Studies/Strand II/Content Standard 3/Early Elementary  
Benchmark 3**

**Identify people, goods, services and ideas in their local community, which have come from other places and describe why they moved**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify objects that came from outside the community.</b>	<b>Identify people and goods that have come from other communities.</b>	<b>Identify people, goods, services and ideas in their local community, which have come from other places and describe why they moved.</b>
<p><b>The student will:</b></p> <p>Discuss the origin of selected articles of clothing.</p> <p>Discuss the origin of selected pieces of mail.</p> <p>Discuss the origins of food items.</p> <p>Identify people in stories who have moved from one place to another.</p>	<p><b>The student will:</b></p> <p>Discuss the origin of the ingredients in a sandwich.</p> <p>Listen to or read stories about people who have moved from one place to another and discuss why they moved.</p>	<p><b>The student will:</b></p> <p>Listen to stories about people, goods, services and ideas that have come from other places and discuss why they moved.</p> <p>Discuss why people in their community moved there (e.g., jobs, family ties, freedom).</p> <p>Identify goods that are brought to their school and explain why they are moved from their place of origin to their school.</p> <p>Identify ways that ideas move, e.g., telephone, radio, magazines, letters, and the internet.</p>
<p><b>Assessment:</b></p> <p>When provided with four common objects, one of which could not have come from the community, the student will identify that object.</p>	<p><b>Assessment:</b></p> <p>After reading a book, e.g. “Angel Child, Dragon Child”, the student will identify the character that came from outside the community.</p>	<p><b>Assessment:</b></p> <p>After reading a story, students identify a person or idea that originated in one place and explain why the person or idea moved, e.g. “How Pizza Came to Queens”, trade books about inventions.</p>

**Social Studies/Strand II/Content Standard 4/Early Elementary  
Benchmark 1**

**Identify regions in their immediate environment and describe their characteristics and boundaries**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify activity regions in the classroom.</b>	<b>Describe the boundaries of regions In the school and identify the characteristics of those regions.</b>	<b>Identify regions in their immediate environment and describe their characteristics and boundaries.</b>
<p><b>The student will:</b></p> <p>Tell where various classroom activity regions are located, e.g. coat rack, book shelf, teacher's workspace.</p>	<p><b>The student will:</b></p> <p>Describe the boundaries of school regions.</p> <p>Discuss the unifying (identifying) characteristics these school regions have.</p>	<p><b>The student will:</b></p> <p>Identify physical and human regions in their school and community.</p> <p>List a unifying characteristic within these regions.</p> <p>Discuss and identify locations where residential, parks, industrial, rural, undeveloped, business regions.</p>
<p><b>Assessment:</b></p> <p>When given a simple map of the classroom, student will circle activity areas.</p>	<p><b>Assessment:</b></p> <p>When given a simple map of the school with boundaries of regions drawn and identify a regions and describe the unifying characteristic of that region.</p>	<p><b>Assessment:</b></p> <p>When given a simple map of the neighborhood or community, with boundaries of regions and identify the unifying characteristic for one region.</p>

**Social Studies/Strand II/Content Standard 4/Early Elementary**  
**Benchmark 2**  
**Compare their community and region with others**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Compare their classroom with other rooms in the school and identify what is the same and what is different.</b>	<b>Compare their school with a school from another region.</b>	<b>Compare their community and region with others.</b>
<p><b>The student will:</b></p> <p>Discuss and compare the features in their classroom with features in other rooms in the school.</p>	<p><b>The student will:</b></p> <p>Discuss and compare the features in their school with features in another school.</p>	<p><b>The student will:</b></p> <p>Brainstorm the features of their community or region.</p> <p>Read stories about other communities and regions and brainstorm the features of those community or region.</p> <p>Discuss and compare the communities or regions.</p>
<p><b>Assessment:</b></p> <p>Given a picture of another room, students will circle one feature that is similar to and put an X on one feature that is different from their classroom.</p>	<p><b>Assessment:</b></p> <p>Given a picture of another school, students will identify features that are similar to and features that are different from their classroom.</p>	<p><b>Assessment:</b></p> <p>Student will complete a Venn diagram comparing their community to another community.</p>



**Social Studies/Strand II/Content Standard 4/Early Elementary**  
**Benchmark 3**  
**Describe changes in the region over time as well as presently**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Tell about the changes that occur in their classroom.</b>	<b>Observe/identify changes presently happening in their school and neighborhood.</b>	<b>Describe changes in the region over time as well as presently.</b>
<p><b>The student will:</b></p> <p>Discuss and describe, “change” e.g., schedules change.</p> <p>Discuss and identify changes in the classroom, e.g., bulletin board changes, months change, time changes, activities change.</p> <p>Discuss and identify what activity is ending and what activity is starting.</p> <p>Discuss and identify what month/season just ended and what month/season is beginning.</p>	<p><b>The student will:</b></p> <p>Discuss, identify and describe changes happening at their school, e.g., new paint somewhere, leaves changing colors, new student teacher joins class, new materials.</p> <p>Describe changes occurring in their neighborhood, e.g., street work being done, renovations on a home or other building, tree limbs being trimmed, several ominous and slimy creatures with large pointed teeth and bulging, bloodshot eyes lurking and skulking around the school’s odiferous trash bin region.</p>	<p><b>The student will:</b></p> <p>While viewing visual before and after prompts, students will discuss, identify, and describe features that have changed or are changing in their region.</p>
<p><b>Assessment:</b></p> <p>Given a before and after picture of their classroom, students will circle one thing that changed and “X” one thing that stays the same in the after picture.</p>	<p><b>Assessment:</b></p> <p>Given a before and after picture of their neighborhood, students will circle one thing that changed and “X” one thing that stays the same in the after picture.</p>	<p><b>Assessment:</b></p> <p>Given simple before and after maps of their community or region, students will identify and describe a change presented in these maps.</p>

**Social Studies/Strand II/Content Standard 5/Early Elementary  
Benchmark 1**

**Locate and describe major world events that are having an impact on their community and explain why they are important to the community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Describe how school events would affect them.</b>	<b>Identify world events that affect another community.</b>	<b>Locate and describe major world events that are having an impact on their community and explain why they are important to the community.</b>
<p><b>The student will:</b></p> <p>Discuss their role in school events e.g. food drive, fire drills, holiday parade, concerts.</p>	<p><b>The student will:</b></p> <p>After listening to a story about a world event, discuss and identify events that affect another community.</p> <p>Read news magazines for children and discuss world events and how they affect their community.</p>	<p><b>The student will:</b></p> <p>Frequently discuss major world events.</p> <p>With assistance, identify the locations on a map where the events occurred.</p> <p>Discuss and explain why the events are important to their community.</p>
<p><b>Assessment:</b></p> <p>Given a school event, students will draw what they would be doing.</p>	<p><b>Assessment:</b></p> <p>Given a story about a world event, the student will select the effect it had on another community.</p>	<p><b>Assessment:</b></p> <p>Given a world event that is affecting their community, students will explain why that event is important to their community.</p>

**Social Studies/[Strand III/Content Standard 1/Early Elementary](#)**

**Benchmark 1**

**Cite examples of government carrying out its legal authority in their local community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify people who have authority in their home and school.</b>	<b>Identify people who have authority in their local community.</b>	<b>Cite examples of government carrying out its legal authority in their local community.</b>
<p><b>Student will:</b></p> <p>Discuss and give a simple definition of authority.</p> <p>Discuss and give an example of someone who has authority in their home, classroom or school and how they use it, e.g., parents, care givers, teachers, para-professionals, lunchroom personnel, and bus drivers.</p>	<p><b>Student will:</b></p> <p>Listen to stories and discuss who has the right to make the decisions.</p> <p>Discuss and give a definition of authority.</p> <p>Discuss and list people in their local community who have authority.</p> <p>Discuss and give examples of people in their local community carrying out their authority.</p>	<p><b>Student will:</b></p> <p>Discuss and give a definition and briefly explain the meaning of legal authority.</p> <p>Discuss and list people in their local community who have legal authority, e.g., teachers, principals, police officers, judges, fire fighters, bus drivers, animal control, and DNR officials.</p>
<p><b>Assessment:</b></p> <p>Given pictures of common/familiar school scenes students will circle the person in authority in the picture.</p>	<p><b>Assessment:</b></p> <p>Given pictures of common/familiar scenes in the community students will circle the person in authority in the picture.</p>	<p><b>Assessment:</b></p> <p>Given a matrix of three people in the community who have authority the student will site examples of how that authority is exercised.</p>

**Social Studies/[Strand III/Content Standard 1/Early Elementary](#)**  
**Benchmark 2**

**Describes consequences of not having rules**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify the consequences of not having rules in the classroom or at home.</b>	<b>Identify the consequences of not having rules in school.</b>	<b>Describes consequences of not having rules.</b>
<p><b>Student will:</b></p> <p>Listen to stories where people are not following the rules.</p> <p>Discuss and list the rules at home.</p> <p>Discuss what would happen if there were no rules at home.</p> <p>Discuss the rules in the classroom.</p> <p>Discuss what would happen if there were no rules in the classroom.</p>	<p><b>Student will:</b></p> <p>Discuss and tell why we have rules.</p> <p>Discuss and identify the school rules.</p> <p>Discuss and tell the meaning of consequences.</p> <p>Discuss and identify the consequences for breaking rules in school.</p> <p>Discuss and identify the consequences for following the rules in school.</p> <p>Discuss what would happen if there were no school rules.</p> <p>Listen to stories where people are not following the rules.</p>	<p><b>Student will:</b></p> <p>Discuss why communities have rules.</p> <p>Discuss and list several rules (laws) in their community.</p> <p>Discuss and list the consequences for breaking rules (laws) in their community.</p> <p>Discuss and give examples of situations that would arise in their community if there were rules.</p> <p>Discuss the core democratic value “rule of law” in relation to community life.</p> <p>Discuss how laws/rules affect the common good.</p> <p>Discuss and create a diagram showing the relationship between rules and the common good.</p>
<p><b>Assessment:</b></p> <p>Given the elimination of a common classroom rule students will identify from a set of pictures the consequences.</p>	<p><b>Assessment:</b></p> <p>Given the elimination of a common school rule students will identify from a set of pictures the consequences.</p>	<p><b>Assessment:</b></p> <p>Ask students to describe the consequences of not having rules by sighting three examples of what might happen in their community without rules.</p>

**Social Studies/Strand III/Content Standard 2/Early Elementary**

**Benchmark 1**

**Identify aspects of life at school and in the local community that illustrate justice and freedom**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify aspects of life in the classroom that illustrate freedom.</b>	<b>Identify aspects of life at school that illustrate justice.</b>	<b>Identify aspects of life at school and in the local community that illustrate justice and freedom.</b>
<p><b>Student will:</b></p> <p>Discuss and state a simple definition of freedom.</p> <p>Identify things that children are free to do in the classroom e.g., free time activities, choose their favorite books, colors, toys, games and songs.</p> <p>Discuss and identify things that children are not free to do in the classroom and why, e.g., say whatever you want, fight, pinch etc.</p> <p>Discuss and explain why some things children may do at home may not be done at school.</p>	<p><b>Student will:</b></p> <p>Discuss and state a simple definition of justice.</p> <p>Listen to stories relating to justice and injustice.</p> <p>Discuss and identify just acts.</p> <p>Discuss and identify acts of injustice.</p> <p>Given examples describe acts of justice in school.</p>	<p><b>Student will:</b></p> <p>Discuss and define freedom and justice.</p> <p>Describe ways people contribute to freedom in their school and in their local community, e.g. showing respect for the opinion, language, and cultural differences of others.</p> <p>Describe ways people contribute to justice in their school and in their local community e.g. tell the truth and treat others fairly.</p> <p>Listen to and discuss stories that give examples of what might happen in a local community if there were no justice.</p>
<p><b>Assessment:</b></p> <p>Given pictures of common classroom scenes students will circle a feature in the picture that illustrates freedom, e.g. a child choosing between three toys versus being given toys.</p>	<p><b>Assessment:</b></p> <p>Given two pictures of common school scenes students will circle the picture that illustrates justice.</p>	<p><b>Assessment:</b></p> <p>Given three scenarios of common interactions students could observe in their local community, the student will select the scenario that illustrates the core democratic value that illustrate freedom and justice.</p>

**Social Studies/[Strand III/Content Standard 1/Early Elementary](#)**  
**Benchmark 2**

**Describes consequences of not having rules**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify the consequences of not having rules in the classroom or at home.</b>	<b>Identify the consequences of not having rules in school.</b>	<b>Describes consequences of not having rules.</b>
<p><b>Student will:</b></p> <p>Listen to stories where people are not following the rules.</p> <p>Discuss and list the rules at home.</p> <p>Discuss what would happen if there were no rules at home.</p> <p>Discuss the rules in the classroom.</p> <p>Discuss what would happen if there were no rules in the classroom.</p>	<p><b>Student will:</b></p> <p>Discuss and tell why we have rules.</p> <p>Discuss and identify the school rules.</p> <p>Discuss and tell the meaning of consequences.</p> <p>Discuss and identify the consequences for breaking rules in school.</p> <p>Discuss and identify the consequences for following the rules in school.</p> <p>Discuss what would happen if there were no school rules.</p> <p>Listen to stories where people are not following the rules.</p>	<p><b>Student will:</b></p> <p>Discuss why communities have rules.</p> <p>Discuss and list several rules (laws) in their community.</p> <p>Discuss and list the consequences for breaking rules (laws) in their community.</p> <p>Discuss and give examples of situations that would arise in their community if there were no rules.</p> <p>Discuss the core democratic value “rule of law” in relation to community life.</p> <p>Discuss how laws/rules affect the common good.</p> <p>Discuss and create a diagram showing the relationship between rules and the common good.</p>
<p><b>Assessment:</b></p> <p>Given the elimination of a common classroom rule students will identify from a set of pictures the consequences.</p>	<p><b>Assessment:</b></p> <p>Given the elimination of a common school rule students will identify from a set of pictures the consequences.</p>	<p><b>Assessment:</b></p> <p>Ask students to describe the consequences of not having rules by sighting three examples of what might happen in their community without rules.</p>

**Social Studies/Strand III/Content Standard 3/Early Elementary**

**Benchmark 1**

**Explain how the conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify how conflicts in the classroom are resolved in ways that are consistent with core democratic values.</b>	<b>Describe how conflicts in the school are resolved in ways that are consistent with core democratic values.</b>	<b>Explain how the conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.</b>
<p><b>Student will:</b></p> <p>Discuss the four core democratic values of: common good, truth, justice and rule of law.</p> <p>Discuss and give a simple definition of conflict.</p> <p>Listen to stories that show how conflicts were resolved consistent with core democratic values.</p> <p>Discuss and give examples of various conflicts students have experienced in the classroom.</p> <p>Give examples of how conflicts are resolved in the classroom.</p>	<p><b>Student will:</b></p> <p>Discuss the six core democratic values of: common good, truth, justice, equality, diversity and rule of law.</p> <p>Listen to stories of examples that show how conflicts were resolved consistent with core democratic values.</p> <p>Discuss and describe conflicts they have experienced or observed in school.</p> <p>Give examples of how the conflicts were resolved in school that are consistent with core democratic values.</p>	<p><b>Student will:</b></p> <p>Discuss the six core democratic values of: common good, truth, justice, equality, diversity and rule of law.</p> <p>Discuss and define core democratic values as: <i>The beliefs that unite us as Americans. When we have conflicts we turn to these beliefs for guidance on how to resolve the conflict.</i></p> <p>Listen to stories that show how conflicts were resolved consistent with core democratic values.</p> <p>Discuss and describe conflicts they experienced or observed in the community.</p> <p>Give examples of how the conflicts were resolved in the community that are consistent with core democratic values.</p>
<p><b>Assessment:</b></p> <p>Given a story children describe the problem and make suggestions for resolving the problem that is consistent with core democratic values.</p>	<p><b>Assessment:</b></p> <p>Given an illustration of a common school conflict and a core democratic value that can be applied to resolving that conflict students describe how the core democratic value given will help resolve the conflict.</p>	<p><b>Assessment:</b></p> <p>Given a common conflict in their local community students will explain how that conflict might be resolved in ways that are consistent with the core democratic values.</p>

**Social Studies/Strand III/Content Standard 4/Early Elementary**

**Benchmark 1**

**Identify rules at school and in the local community and consider consequences for breaking rules**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify rules in the classroom and consider consequences for breaking those rules.</b>	<b>Identify rules at school and consider consequences for breaking rules.</b>	<b>Identify rules at school and in the local community and consider consequences for breaking rules.</b>
<p><b>Student will:</b></p> <p>Give a simple definition of consequences or describe a consequence.</p> <p>Discuss and identify classroom rules.</p> <p>Discuss and identify the consequences of breaking the classroom rules.</p>	<p><b>Student will:</b></p> <p>Make a list of school rules and discuss the consequences for breaking the rules.</p>	<p><b>Student will:</b></p> <p>Given a local rule (ordinance) describe the consequences for breaking the rule, e.g., curfews, parking regulations, littering, dumping.</p> <p>Discuss and list local community rules and state the consequences for breaking them.</p> <p>Explain why there are consequences for breaking rules in the local community.</p>
<p><b>Assessment:</b></p> <p>Given a classroom rule that is broken students will identify consequences for breaking that rule.</p>	<p><b>Assessment:</b></p> <p>Given a school rule that is broken students will identify consequences for breaking that rule.</p>	<p><b>Assessment:</b></p> <p>Given a community rule that is broken students will identify consequences for breaking that rule.</p>



**Social Studies/Strand III/Content Standard 4/Early Elementary**

**Benchmark 2**

**Describe fair ways for groups to make decisions**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify fair ways for groups to make decisions in the classroom.</b>	<b>Identify fair ways for groups to make decisions in the school.</b>	<b>Describe fair ways for groups to make decisions.</b>
<p><b>Student will:</b></p> <p>Discuss the meaning of fair.</p> <p>Discuss and give examples of fair decisions.</p> <p>Discuss why listening to the opinion of others is part of fair decision making.</p> <p>After listening to stories describe possible ways the characters could make a decision.</p>	<p><b>Student will:</b></p> <p>After listening to stories describe possible ways the characters could make a decision.</p> <p>Discuss and identify a situation at school where a decision was made fairly by a group.</p> <p>Explain why in their opinion this was a fair solution.</p> <p>Discuss why listening to the opinion of others is part of fair decision making.</p>	<p><b>Student will:</b></p> <p>After listening to stories, describe possible ways the characters could make a decision.</p> <p>Describe voting, sharing and taking turns as examples of fair decision making.</p> <p>Discuss why listening and respecting the opinion of others is part of the fair decision making process.</p>
<p><b>Assessment:</b></p> <p>Given a common group decision that must be made for the classroom students will tell the fair way to make that decision.</p>	<p><b>Assessment:</b></p> <p>Given a common group decision that must be made for the school students will tell the fair way to make that decision.</p>	<p><b>Assessment:</b></p> <p>Given a familiar situation where a group must make a decision the student will describe fair ways to make that decision.</p>

**Social Studies/Strand III/Content Standard 4/Early Elementary**

**Benchmark 3**

**Describe ways that individuals influence each other**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify words and behaviors that influence others.</b>	<b>Identify ways that individuals influence each other.</b>	<b>Describe ways that individuals influence each other.</b>
<p><b>Student will:</b></p> <p>Listen to stories about ways individuals influence each other and identify the words and the behaviors used by one character to influence another character.</p>	<p><b>Student will:</b></p> <p>Discuss the meaning of influence.</p> <p>Listen to stories about ways individuals influence each other and identify the words and the behaviors used by one character to influence another character.</p> <p>Role-play scenarios where one person tries to influence another, e.g., courteous words and behavior, factual information, appeal to fairness.</p>	<p><b>Student will:</b></p> <p>Discuss the meaning of influence</p> <p>Listen to stories or read books about ways individuals influence each other and identify the words and the behaviors used by one character to influence another character.</p> <p>Brainstorm a list of ideas and email or write a letter to another person to influence them, e.g., setting a play date, giving the class a longer recess, buy a toy for them.</p> <p>Role play scenarios where one person tries to influence another.</p>
<p><b>Assessment:</b></p> <p>Given pictures from a familiar trade book students will select the pictures that depict one character trying to influence another character.</p>	<p><b>Assessment:</b></p> <p>Given pictures from a familiar trade book students will select the words and behaviors used by one character trying to influence another character.</p>	<p><b>Assessment:</b></p> <p>Write a persuasive letter.</p>

**Social Studies/[Strand III/Content Standard 5/Early Elementary](#)**

**Benchmark 1**

**Distinguish between events in this country and events abroad**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Distinguish between settings in this country and abroad.</b>	<b>Distinguish between events in this country and events abroad.</b>	<b>Distinguish between events in this country and events abroad.</b>
<p><b>Student will:</b></p> <p>Tell the name of our country.</p> <p>Locate the United States on a world map.</p> <p>Listen to stories about things that have happened in the United States and identify the United States on a map.</p> <p>Listen to stories about things that have happened in other countries and the teacher will identify the country on the map.</p>	<p><b>Student will:</b></p> <p>Locate the United States on a world map.</p> <p>Listen to stories about things that have happened in the United States and identify the United States on a map.</p> <p>Listen to stories about things that have happened in other countries and identify the country on a map.</p> <p>Listen to a story and identify if this happened in the United States or abroad.</p> <p>Using current event resources distinguish between events in this country and events that happened abroad.</p>	<p><b>Student will:</b></p> <p>Listen to stories about things that have happened in other countries and the teacher will identify the country on the map and the student will tell the name of the country in the story.</p> <p>Using current event resources tell the name of the country where the event occurred.</p>
<p><b>Assessment:</b></p> <p>After hearing a story set in the United States the student will select the United States from a world map when asked where the setting is located.</p>	<p><b>Assessment:</b></p> <p>After hearing a story about an event that took place in the United States the student will select the United States from a map when asked where the setting is located.</p>	<p><b>Assessment:</b></p> <p>Given a current event that occurred in another country the student will tell where the event occurred.</p>

**Social Studies/Strand III/Content Standard 5/Early Elementary**

**Benchmark 2**

**Recognize that events in other countries can affect Americans**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recognize that events can affect your life.</b>	<b>Recognize that events outside your community can affect your community.</b>	<b>Recognize that events in other countries can affect Americans.</b>
<p><b>Student will:</b></p> <p>Discuss and describe an event that has had an impact on their lives at home or at school. Examples might include the arrival of a new sibling, a new pet, a student from another country in their class, having a relative come and stay/live with them.</p> <p>Discuss several changes in their lives at home or school as a result of this event.</p> <p>Listen to stories about events that changed the lives of others.</p> <p>Describe how the events in the stories changed the lives of the individuals in the stories</p> <p>Discuss how life might have been different for the characters involved had the event not happened</p>	<p><b>Student will:</b></p> <p>Identify and discuss how events outside their community affect their community and the ways those events affect their community.</p> <p>Describe an event that has or could have a major impact on people in their community, examples might include, road construction, the building of a new shopping center, building of a new amusement park, a new seat belt or helmet law.</p> <p>Describe how things might be different if this event had not happened.</p>	<p><b>Student will:</b></p> <p>Using current event resources listen to reports about world events and discuss ways these events might affect their life at home and in school, events might include, global warming, a major oil spill, war, the Olympics, or the discovery of new medicines.</p> <p>Using current event resources listen to reports involving conditions or circumstances in other countries and explain how these events might affect the availability of products in their community, examples might include; toys, gym shoes, or clothing.</p>
<p><b>Assessment:</b></p> <p>Given a familiar event e.g. starting kindergarten, students will describe how the event affected their life.</p>	<p><b>Assessment:</b></p> <p>Given an event that occurred outside their community students will describe how that event affected their community, e.g. highway, passing a law, building a theme park.</p>	<p><b>Assessment:</b></p> <p>Given a current event that takes place in another country the student will describe how the event affects life in America.</p>

**Social Studies/Strand IV/Content Standard 1/Early Elementary**  
**Benchmark 1**  
**Identify ways families produce and consume goods and services**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify things that families want and need.</b>	<b>Identify goods and services families consume.</b>	<b>Identify ways families produce and consume goods and services.</b>
<p><b>Student will:</b></p> <p>Identify basic needs: food, shelter, water, clothing and love.</p> <p>Brainstorm list of wants/needs.</p> <p>Use pix from to classify/graph by wants/needs.</p> <p>Distinguish between wants and needs.</p>	<p><b>Student will:</b></p> <p>Discuss the difference between a good and a service.</p> <p>Categorize pictures as goods or services consumed.</p> <p>Discuss why people give gifts.</p> <p>Match jobs with goods or services that families consume.</p>	<p><b>Student will:</b></p> <p>List what people in our community consume: purchase or use.</p> <p>List what people in our community produce: make and grow.</p> <p>Distinguish between a producer and a consumer.</p>
<p><b>Assessment:</b></p> <p>Given six pictures that illustrate family wants and needs, the student will classify them appropriately.</p>	<p><b>Assessment:</b></p> <p>Given six pictures that illustrate a good or service, the student will classify them as a good or service.</p>	<p><b>Assessment:</b></p> <p>Given examples of individuals acting as consumers of goods and services, the student will identify and place the example in the correct category.</p>

**Social Studies/Strand IV/Content Standard 2/Early Elementary**  
**Benchmark 1 (Business Choices)**  
**Connect economic needs with businesses that meet them**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Connect needs of families with businesses that meet them.</b>	<b>Connect needs of school with businesses that meet them.</b>	<b>Connect economic needs with businesses that meet them.</b>
<p><b>Student will:</b></p> <p>Brainstorm types of businesses that meet wants or needs of families, e.g., haircuts, shoes, groceries.</p> <p>Describe and discuss businesses that meet our wants and needs.</p> <p>Match businesses to our wants and needs.</p>	<p><b>Student will:</b></p> <p>Define and discuss the purpose of a business as an organization that makes a profit.</p> <p>Give examples of businesses that meet needs of schools.</p>	<p><b>Student will:</b></p> <p>Define and discuss economic need.</p> <p>Give examples of businesses that meet the needs of the community, e.g., library books, fire trucks, snow plows, traffic lights.</p>
<p><b>Assessment:</b></p> <p>Given a picture of a specific want or need, the student will match or select appropriate businesses to meet that want or need.</p>	<p><b>Assessment:</b></p> <p>Given a picture of a specific school need, the student will select appropriate businesses that meet that need.</p>	<p><b>Assessment:</b></p> <p>Given a picture of a specific community need, the student will select appropriate businesses that meet that need.</p>

Social Studies/Strand IV/Content Standard 2 /Early Elementary

**Benchmark 2 (Business Choices)**

**Select a particular good or service and describe the types of resources necessary to produce and distribute it**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Select a particular good and describe the types of resources necessary to produce it.</b>	<b>Select a particular good or service and describe the types of resources necessary to produce it.</b>	<b>Select a particular good or service and describe the types of resources necessary to produce and distribute it.</b>
<p><b>Student will:</b></p> <p>Describe and define the ingredients of a good.</p> <p>Define and discuss the parts of a common product they would find in their home, e.g., vegetable soup, apple pie, sandwich, games.</p>	<p><b>Student will:</b></p> <p>Discuss the resources needed to produce goods and services e.g., people, equipment and raw materials.</p> <p>Identify how some resources are changed into consumer goods, e.g., apples into cider.</p>	<p><b>Student will:</b></p> <p>Discuss the transportation necessary to move goods from place to place.</p> <p>Discuss the means of transporting goods to the neighborhood.</p> <p>Develop a flow chart of a product from production to consumer or from animal to consumer.</p> <p>Trace a Michigan product, e.g., corn flakes and take it from field to breakfast table.</p>
<p><b>Assessment:</b></p> <p>Given a good, describe resources needed to produce it.</p>	<p><b>Assessment:</b></p> <p>Given a good or a service, the student will describe resources used to produce that good or service.</p>	<p><b>Assessment:</b></p> <p>Given a product, the student will describe the resources needed to distribute it.</p>

**Social Studies/Strand IV/Content Standard 3/Early Elementary**  
**Benchmark 1 (Role of Government)**  
**Describe a good or service provided by the local government and the method of payment**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Describe a service provided by the local government.</b>	<b>Identify how a service provided by the local government is paid.</b>	<b>Describe a good or service provided by the local government and the method of payment.</b>
<b>Student will:</b>  Name community helpers and describe their jobs.  Describe the needs/wants these community helpers satisfy.	<b>Student will:</b>  Define and describe taxes.  Explain how money from taxes is used by the government to provide services to the community.	<b>Student will:</b>  Define and discuss a public good e.g., roads, library books, traffic signals traffic lights.  Explain how money from taxes is used by the government to provide services to the community.
<b>Assessment:</b>  Describe a service provided by the local government.	<b>Assessment:</b>  Given a service provided by the local government, the student will identify how it is paid.	<b>Assessment:</b>  Using a public library as an example, ask students to describe the goods and services provided by the library.



**Social Studies/Strand IV/Content Standard 3/Early Elementary  
Benchmark 2**

**Identify the goods and services their school provides and the people who provide them**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify the services their school provides and the people who provide them.</b>	<b>Identify the goods and services their school provides and the people who provide them.</b>	<b>Identify the goods and services their school provides and the people who provide them.</b>
<p><b>Student will:</b></p> <p>Explain what school personnel do, e.g., teachers, custodians, bus drivers.</p> <p>Identify services provided by our schools: lunch, library books, office assistance.</p> <p>Identify responsibilities of adults at school.</p>	<p><b>Student will:</b></p> <p>Explain what school personnel do, e.g., teachers, custodians, bus drivers.</p> <p>Identify services provided by our schools: lunch, library books, office assistance.</p> <p>Identify responsibilities of adults at school.</p> <p>Identify goods provided at school, e.g., crayons, books.</p>	<p><b>Student will:</b></p> <p>Recognize that school personnel provide a service.</p> <p>Discuss and recognize that the community provides the goods used in school.</p>
<p><b>Assessment:</b></p> <p>Given a member of the school staff, identify a service they provide.</p>	<p><b>Assessment:</b></p> <p>Given a member of the school staff, identify a service they provide.</p>	<p><b>Assessment:</b></p> <p>Given a good provided for them at school, the student will identify the people who provide them.</p>

**Social Studies/Strand IV/Content Standard 3/Early Elementary**  
**Benchmark 3 (Role of Government)**  
**Identify an unmet local economic need and propose a plan to meet it**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify what an unmet need is.</b>	<b>Identify what an unmet local economic need is.</b>	<b>Identify an unmet local economic need and propose a plan to meet it.</b>
<b>Student will:</b>  Define, discuss and identify an unmet need, e.g., food, water, shelter, clothing.	<b>Student will:</b>  Define, discuss and identify an unmet economic need.	<b>Student will:</b>  Define, discuss and identify an unmet economic need.  Identify unmet community needs.  Discuss and propose a simple plan to address an unmet need.
<b>Assessment:</b>  From this story, identify the unmet need.	<b>Assessment:</b>  From this story, identify the unmet need.	<b>Assessment:</b>  Given an unmet need in the community, students will propose a reasonable plan to meet it.

Social Studies/Strand IV/Content Standard 4/Early Elementary  
**Benchmark 1 (Economic Systems)**  
**Identify examples of markets they experience in their daily life**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify examples of markets they experience in their daily life.</b>	<b>Identify examples of markets they experience in their daily life.</b>	<b>Identify examples of markets they experience in their daily life.</b>
<p><b>Student will:</b></p> <p>Define and describe what a market is, e.g., anytime a buyer and seller come together.</p> <p>Discuss markets they experience.</p>	<p><b>Student will:</b></p> <p>Define and describe what a market is, e.g., anytime a buyer and seller come together.</p> <p>Discuss markets they experience.</p>	<p><b>Student will:</b></p> <p>Define and describe what a market is, e.g., anytime a buyer and seller come together.</p> <p>Discuss markets they experience.</p>
<p><b>Assessment:</b></p> <p>Given a group of pictures of children engaged in activities, the students will identify the market scenario.</p>	<p><b>Assessment:</b></p> <p>Given a variety of pictures, children will select market scenarios.</p>	<p><b>Assessment:</b></p> <p>Given a variety of pictures, children will select market scenarios.</p>

Social Studies/Strand IV/Content Standard 4/Early Elementary  
**Benchmark 2 (Economic Systems)**  
**Distinguish between producers and consumers in a market economy**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify that everyone is a consumer.</b>	<b>Distinguish between producers and consumers in a market economy.</b>	<b>Distinguish between producers and consumers in a market economy.</b>
<b>Student will:</b>  Define and discuss a consumer.  Discuss now everyone is a consumer.	<b>Student will:</b>  Define and discuss producer.  Discuss the producers in their community.	<b>Student will:</b>  Define and discuss a consumer.  Discuss now everyone is a consumer.  Define and discuss producer.  Discuss the producers in their community.
<b>Assessment:</b>  Given pictures of a police officer, an adult and a child, the student will circle all those that are consumers.	<b>Assessment:</b>  Given a set of six pictures, three of which are producers and three are consumers, the students will identify the producers.	<b>Assessment:</b>  Draw a picture of a marketplace and label the consumer and producer. Tell the needs satisfied.

**Social Studies/Strand IV/Content Standard 4/Early Elementary**  
**Benchmark 3 (Economic Systems)**  
**Describe how the choices they make impact business decisions**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Describe the choices that students make.</b>	<b>Describe how the choices they make impact business.</b>	<b>Describe how the choices they make impact business decisions.</b>
<b>Student will:</b>  Brainstorm and discuss choices students make.	<b>Student will:</b>  Discuss how popularity and preferences influence business.  Discuss the impact these preferences and popularity of items have on business.  Discuss the influence of television commercials and other advertisements have on their choices.	<b>Student will:</b>  Discuss how popularity and preferences dictate business decisions.  Discuss what would happen if everyone wanted the same thing.  Discuss what would happen if people stopped buying a certain product.
<b>Assessment:</b>  Tell a choice they made.	<b>Assessment:</b>  Given a specific choice about a product, the student will describe how this choice affects that business.	<b>Assessment:</b>  Given a business decision, the student will tell what choices were made that influenced that decision, e.g., an ice cream shop began selling more peppermint ice cream.

**Social Studies/Strand IV/Content Standard 5/Early Elementary**  
**Benchmark 1 (Trade)**  
**Recognize economic exchanges in which they participate**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Recognize economic exchanges in which they participate.</b>	<b>Recognize economic exchanges in which they participate.</b>	<b>Recognize economic exchanges in which they participate.</b>
<p><b>Student will:</b></p> <p>Discuss economic exchanges they participate in at home and at school, l e.g., purchasing candy, trading snacks, Halloween candy.</p>	<p><b>Student will:</b></p> <p>List situations where economic exchange usually takes place.</p>	<p><b>Student will:</b></p> <p>Discuss how students are consumers who participate in economic exchange.</p> <p>Define that economic exchanges are voluntary exchanges with things of value.</p> <p>Define voluntary exchange.</p>
<p><b>Assessment:</b></p> <p>Identify an example of an economic exchange from a set of everyday interactions.</p>	<p><b>Assessment:</b></p> <p>Identify an example of an economic exchange from a set of everyday interactions.</p>	<p><b>Assessment:</b></p> <p>Identify an example of an economic exchange from a set of everyday interactions.</p>

Social Studies/Strand IV/Content Standard 5/Early Elementary

**Benchmark 2 (Trade)**

**Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Sort United States coin and currency.</b>	<b>Identify United States coin and currency denominations.</b>	<b>Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.</b>
<p><b>Student will:</b></p> <p>Examine and sort United States coin and currency.</p> <p>Distinguish between a penny and a dime.</p>	<p><b>Student will:</b></p> <p>Discuss and name United States coins and currency.</p> <p>Identify the penny, nickel, dime, dollar bill, 5-dollar bill and 10-dollar bill.</p>	<p><b>Student will:</b></p> <p>Discuss and name U.S. coins and currency.</p> <p>Identify the penny, nickel, dime, dollar bill, 5-dollar bill and 10-dollar bill.</p> <p>Discuss the role of money in the economy.</p> <p>Discuss the role of coin and currency when making exchanges.</p> <p>Discuss the attributes of cash, e.g., easy exchange, easy to carry, uniformity, universally accepted and constant value.</p>
<p><b>Assessment:</b></p> <p>Given three different U.S. coins and/or currency, the student will sort them into the appropriate piles.</p>	<p><b>Assessment:</b></p> <p>Given U.S. coins and currency, the student will point to the correct coin or currency requested.</p>	<p><b>Assessment:</b></p> <p>Describe two advantages of using cash in exchange for goods and services.</p>

**Social Studies/Strand V/Content Standard 1/Early Elementary  
Benchmark 1**

**Locate information using people, books, a/v recordings, photos, simple maps, graphs and tables**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify the sources we can use to locate information.</b>	<b>Locate sources of information about a topic or question.</b>	<b>Locate information using people, books, a/v recordings, photos, simple maps, graphs and tables.</b>
<p><b>Student will:</b></p> <p>Discuss what information is, e.g., answers the questions or describes who, what, where, when, why, and how.</p> <p>Brainstorm possible places to locate information to investigate a question.</p> <p>Ask simple questions of people to obtain information.</p> <p>Listen to recordings to find information.</p> <p>View photos, drawings, or simple maps to elicit information.</p>	<p><b>Student will:</b></p> <p>Identify what information is, e.g., answers the questions or describes who, what, where, when, why, and how.</p> <p>Brainstorm possible places to locate information to investigate a question.</p> <p>Verify whether the suggested source of information about a topic or question provides the information needed.</p>	<p><b>Student will:</b></p> <p>Question and interview people to obtain information.</p> <p>Listen to and view a/v recordings to find information.</p> <p>View photos, drawings, or simple maps to elicit information.</p> <p>Read print or electronic resources to find information.</p>
<p><b>Assessment:</b></p> <p>Correctly distinguish between sources of information and non-sources of information.</p>	<p><b>Assessment:</b></p> <p>Match appropriate sources of information with a given topic or question.</p>	<p><b>Assessment:</b></p> <p>Given a source of information related to a specific topic or question, students will correctly locate appropriate information to address the topic or question.</p>



**Social Studies/Strand V/Content Standard 1/Early Elementary**  
**Benchmark 2**  
**Acquire information from observation of the local environment**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Acquire information from observation of the environment of home and classroom.</b>	<b>Acquire information from observation of the environment of the school and neighborhood.</b>	<b>Acquire information from observation of the local environment.</b>
<p><b>Student will:</b></p> <p>Discuss what it means to observe, e.g., observation is a way of collecting information.</p> <p>Observe, identify, and describe plants, animals, and people in the home and school.</p> <p>Observe, identify, and describe toys, vehicles, and rooms.</p>	<p><b>Student will:</b></p> <p>Observe, identify, and describe human and natural characteristics of the school and the neighborhood.</p>	<p><b>Student will:</b></p> <p>Observe, identify, and describe human and natural characteristics of the local community.</p>
<p><b>Assessment:</b></p> <p>Given a question about their home or classroom that requires observation, the student provides correct information.</p>	<p><b>Assessment:</b></p> <p>Given a question about their school or neighborhood that requires observation, the student provides correct information.</p>	<p><b>Assessment:</b></p> <p>Given a question about their local environment that requires observation, the student provides correct information.</p>

Social Studies/Strand V/Content Standard 1/Early Elementary

**Benchmark 3**

**Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Organize and record observations about home and classroom experiences.</b>	<b>Organize and record observations about school and neighborhood experiences.</b>	<b>Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.</b>
<p><b>Student will:</b></p> <p>Collect data about people from home and classroom observations and collaboratively and individually create graphs.</p> <p>Collaboratively complete a map of classroom features and individually use the map.</p>	<p><b>Student will:</b></p> <p>Collect data about people from school and neighborhood locations and collaboratively and individually create bar graphs and pictographs.</p> <p>Collaboratively complete a map of the school features and individually use the map.</p>	<p><b>Student will:</b></p> <p>Make and explain simple tables.</p> <p>Make and explain simple graphs.</p> <p>Make and explain simple maps of the neighborhood and community.</p>
<p><b>Assessment:</b></p> <p>Given a map that contains observable features of the classroom, students will identify locations.</p> <p>Given a bar graph, students will color in the number of boxes that correctly records classroom information.</p>	<p><b>Assessment:</b></p> <p>Given an outline map of the school and playground students will correctly draw in teacher-selected features.</p> <p>Given a bar graph or pictograph, students will correctly fill in the missing classroom information.</p>	<p><b>Assessment:</b></p> <p>Given an outline map of the neighborhood, students will correctly label and explain features.</p> <p>Given a set of data and an outline of a graph or table, students complete and explain it.</p>

Social Studies/Strand V/Content Standard 2/Early Elementary

**Benchmark 1**

**Pose a question about life in their school, neighborhood, and local community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Pose a question about life in the classroom.</b>	<b>Pose a question about life in the school or neighborhood.</b>	<b>Pose a question about life in their school, neighborhood, and local community.</b>
<b>Student will:</b>  Ask questions about topics of interest within the home and classroom, e.g., why do we have a schedule, why can the principal tell us what to do? why do we take turns?.	<b>Student will:</b>  Ask questions about topics of interest within the school and neighborhood.	<b>Student will:</b>  Ask questions about topics of interest within the school, neighborhood, and local community.
<b>Assessment:</b>  Given observation of a common experience in the classroom, students will ask a question related to it.	<b>Assessment:</b>  Given observation of a common experience in the school or neighborhood, students will ask a question related to it.	<b>Assessment:</b>  Given observation of a common experience in the school or neighborhood, or local community, students will ask a question related to it.

**Social Studies/Strand V/Content Standard 2/Early Elementary  
Benchmark 2**

**Gather and analyze information in order to answer the question posed.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Gather information on a question about life in the classroom.</b>	<b>Gather and organize information on a question about life in the school or neighborhood into distinct categories.</b>	<b>Gather and analyze information in order to answer the question posed.</b>
<p><b>Student will:</b></p> <p>Use observation to gather information in response to a question on life in the classroom.</p>	<p><b>Student will:</b></p> <p>Use observation and other sources to gather information in response to a question on life in the school or neighborhood.</p> <p>Organize information gathered into categories.</p>	<p><b>Student will:</b></p> <p>Describe and discuss the skill of analyzing information, e.g., categorize, organize the parts, look for patterns, etc.</p> <p>Collaboratively gather, organize, and analyze information in order to answer a question.</p>
<p><b>Assessment:</b></p> <p>Given a question about life in the classroom, the student will identify sources for gathering appropriate information to answer the question.</p>	<p><b>Assessment:</b></p> <p>Given a set of information related to a question posed, students will sort that information into appropriate categories.</p>	<p><b>Assessment:</b></p> <p>Collects appropriate information, organizes it into a usable format, and explains what it means.</p>

**Social Studies/Strand V/Content Standard 2/Early Elementary  
Benchmark 3**

**Construct an answer to the question posed and support their answer with evidence**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Give an answer to the question investigated about life in the classroom and a reason for that answer.</b>	<b>Develop an answer to the question about the school and neighborhood and give a justification for that answer.</b>	<b>Construct an answer to the question posed and support their answer with evidence.</b>
<p><b>Student will:</b></p> <p>Use information gathered to construct an answer to the question.</p> <p>Give a reason for their answer to the question.</p>	<p><b>Student will:</b></p> <p>Use information gathered to formulate an answer to the question.</p> <p>Develop a justification for that answer.</p>	<p><b>Student will:</b></p> <p>Discuss and define various kinds of evidence, e.g., photos, data, books, observations, etc.</p> <p>Use information gathered to formulate an answer to the question.</p> <p>Determine which evidence best supports that answer.</p>
<p><b>Assessment:</b></p> <p>Student answers the question that has been posed and provides a reason for their answer that fits the question.</p>	<p><b>Assessment:</b></p> <p>Student answers the question that has been posed and provides a reasonable justification for their answer.</p>	<p><b>Assessment:</b></p> <p>Construct an answer to the question and cite evidence that best supports the answer.</p>

**Social Studies/Strand V/Content Standard 2/Early Elementary**  
**Benchmark 4**  
**Report the results of their investigation.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Tell others about the answer to a question about life in the classroom.</b>	<b>Tell others the results of the investigation about life in the school and neighborhood.</b>	<b>Report the results of their investigation.</b>
<p><b>Student will:</b></p> <p>Practice communicating the answer clearly.</p>	<p><b>Student will:</b></p> <p>Collaboratively determine possible ways the investigated information could be communicated.</p> <p>Collaboratively decide the best ways to tell someone about what they have learned.</p> <p>Collaboratively develop a way to present the ideas to others.</p> <p>Practice communicating the answer clearly.</p>	<p><b>Student will:</b></p> <p>Determine possible ways the investigated information could be communicated.</p> <p>Decide the best ways to tell someone about what was learned.</p> <p>Develop a method to present the ideas to others.</p> <p>Practice communicating the answer clearly.</p>
<p><b>Assessment:</b></p> <p>Communicate the answer to the question about life in the classroom to an audience.</p>	<p><b>Assessment:</b></p> <p>Collaboratively communicate the answer to the question about life in the school and neighborhood to an audience.</p>	<p><b>Assessment:</b></p> <p>Independently report the investigated information to an audience.</p>

**Social Studies/Strand VI/Content Standard 1/Early Elementary  
Benchmark 1**

**Pose a question about a matter of public concern that they have encountered in school or in the local community.**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify an issue of concern to them at school.</b>	<b>Pose a question about an issue of public concern in the school or neighborhood.</b>	<b>Pose a question about a matter of public concern that they have encountered in school or in the local community.</b>
<p><b>Student will:</b></p> <p>Identify and discuss events that happen in school that relate to fairness, or safety.</p>	<p><b>Student will:</b></p> <p>Discuss and define public concern.</p> <p>Discuss and define issues of public concern.</p> <p>Discuss events that happen between students in school or people in the neighborhood that relate to a core democratic value such as equality, justice, truth, or others.</p> <p>Generate and discuss questions about those events that would help them clarify the issue.</p>	<p><b>Student will:</b></p> <p>Discuss events that happen between students in school or people in the community that relate to a core democratic value, such as equality, justice, truth, safety, or others.</p> <p>Generate a list of questions about those issues that would help them clarify the public concern.</p>
<p><b>Assessment:</b></p> <p>After a common experience, student can identify an issue of student concern.</p>	<p><b>Assessment:</b></p> <p>After a common experience, the student can ask a question that clearly identifies the public concern.</p>	<p><b>Assessment:</b></p> <p>Given an issue of public concern, students will pose a clear question that can address the issue.</p>

**Social Studies/Strand VI/Content Standard 1/Early Elementary**  
**Benchmark 2**  
**Compare his or her own viewpoint about the matter raised with that of another individual**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Identify his/her own viewpoint.</b>	<b>Identify a variety of viewpoints on an issue.</b>	<b>Compare his or her own viewpoint about the matter raised with that of another individual.</b>
<p><b>Student will:</b></p> <p>Discuss and determine ones own viewpoint.</p>	<p><b>Student will:</b></p> <p>Discuss events of disagreement in the classroom, on the playground, or in other familiar places around the neighborhood.</p> <p>Determine the various viewpoints or opinions about the situations.</p>	<p><b>Student will:</b></p> <p>Discuss events of disagreement in the classroom, on the playground, or in other familiar places, both in the neighborhood and in the community.</p> <p>Determine the various viewpoints or opinions about the situations.</p> <p>Discuss and compare the various viewpoints people might hold.</p>
<p><b>Assessment:</b></p> <p>After discussing a variety of viewpoints on an issue, students will state their own viewpoint.</p>	<p><b>Assessment:</b></p> <p>Given an issue, state one's own viewpoint and a different viewpoint another person might hold.</p>	<p><b>Assessment:</b></p> <p>Summarize the similarities and differences in the viewpoint of oneself and that of another person.</p>



**Social Studies/Strand VI/Content Standard 2/Early Elementary  
Benchmark 1**

**Engage each other in conversations about issues pertaining to governing their school**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Use rules for effective group discussion.</b>	<b>Use rules for effective one-to-one or group discussion.</b>	<b>Engage each other in conversations about issues pertaining to governing their school.</b>
<p><b>Student will:</b></p> <p>Identify and discuss the reasons for the rules for effective group discussion.</p> <p>Engage in group discussion.</p>	<p><b>Student will:</b></p> <p>Identify and discuss the reasons for the rules for effective one-to-one and group discussion.</p> <p>Engage in one-to-one and group discussions.</p>	<p><b>Student will:</b></p> <p>Identify and discuss the reasons for the rules for effective one-to-one and group discussion.</p> <p>Engage in one-to-one and group discussions.</p> <p>Discuss items or events in the school day or calendar that may call for decisions, e.g., dates for special events, field trip destinations, room use, music for a holiday program, or art projects done by a class, etc.</p> <p>Talk about alternative decisions that could be made.</p> <p>Develop reasoning for alternative choices.</p>
<p><b>Assessment:</b></p> <p>Students appropriately engage in one-on-one discussion.</p>	<p><b>Assessment:</b></p> <p>Students appropriately engage in group discussion.</p>	<p><b>Assessment:</b></p> <p>Effectively participate in a group discussion about an issue related to the governing of the school.</p>

**Social Studies/Strand VI/Content Standard 3/Early Elementary  
Benchmark 1**

**Compose brief statements expressing a decision (position) on an issue in the school or local community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Tell about an opinion regarding a classroom issue.</b>	<b>Write a sentence about an opinion regarding a school or neighborhood issue.</b>	<b>Compose brief statements expressing a decision (position) on an issue in the school or local community.</b>
<p><b>Student will:</b></p> <p>Discuss issues or areas of disagreement among students in the classroom.</p> <p>Determine various opinions and reasons for those opinions.</p>	<p><b>Student will:</b></p> <p>Discuss issues or areas of disagreement among students in the school or neighborhood.</p> <p>Determine various student opinions or viewpoints.</p> <p>Engage in substantive conversation about the reasons students hold these opinions.</p>	<p><b>Student will:</b></p> <p>Discuss issues or areas of disagreement among students in the school or local community.</p> <p>Determine various opinions or viewpoints.</p> <p>Engage in substantive conversation about the reasons students or other members of the community hold these opinions.</p>
<p><b>Assessment:</b></p> <p>Show or tell another person about the issue and the student's opinion on that issue.</p>	<p><b>Assessment:</b></p> <p>Write a sentence that expresses an opinion about a school or neighborhood issue.</p>	<p><b>Assessment:</b></p> <p>Compose brief statements describing their point of view on an issue in the school or local community, and telling why they hold that position.</p>

**Social Studies/Strand VII/Content Standard 1/Early Elementary**  
**Benchmark 1**  
**Help to determine, interpret, and enforce school rules**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
Interpret and follow rules in the classroom.	Develop, interpret, and follow classroom or school rules.	Help to determine, interpret, and enforce school rules.
<p><b>Student will:</b></p> <p>Identify and discuss classroom behaviors that encourage learning.</p> <p>Discuss classroom rules that support appropriate classroom behavior.</p> <p>Discuss and determine possible consequences for non-compliance with classroom rules.</p>	<p><b>Student will:</b></p> <p>Discuss classroom and school behaviors that encourage learning.</p> <p>Develop classroom rules that support appropriate classroom behavior.</p> <p>Predict possible consequences for non-compliance with classroom rules.</p> <p>Examine and discuss school rules to analyze their importance.</p>	<p><b>Student will:</b></p> <p>Discuss school behaviors that encourage learning.</p> <p>Examine and discuss school rules to analyze their importance.</p> <p>Develop potential school rule changes that would support appropriate school-wide behavior.</p> <p>Predict possible consequences for non-compliance with school rules.</p> <p>Help to determine consequences for non-compliance with proposed and school rules.</p>
<p><b>Assessment:</b></p> <p>Explain and follow the classroom rules.</p>	<p><b>Assessment:</b></p> <p>Explain and follow school rules.</p>	<p><b>Assessment:</b></p> <p>Develop a plan for how to enforce school rules.</p>

**Social Studies/Strand VII/Content Standard 1/Early Elementary**  
**Benchmark 2**  
**Participate in projects designed to help others in their local community**

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>
<b>Help another person.</b>	<b>Help others.</b>	<b>Participate in projects designed to help others in their local community.</b>
<p><b>Student will:</b></p> <p>Define and discuss the concept of helpfulness.</p> <p>Talk about a time when they have helped someone.</p> <p>Listen to stories about children helping others.</p> <p>Collaboratively brainstorm ways they could help someone else.</p> <p>Plan a way to help others, e.g., help parent with housework, draw a picture for a sick friend, collect pennies for a penny drive, etc.</p>	<p><b>Student will:</b></p> <p>Discuss times they have needed help from others.</p> <p>Discuss ways other people in our lives need help.</p> <p>Listen to stories about children helping others.</p> <p>Collaboratively brainstorm ways they could help someone else.</p> <p>Plan a way to help others, e.g., help parent with housework, draw a picture for a sick friend, collect pennies for a penny drive, bring a canned good for a food drive, or a gift for an ill child, etc.</p>	<p><b>Student will:</b></p> <p>Discuss times they have needed help from others.</p> <p>Discuss ways other people in our lives and in our community need help.</p> <p>Listen to stories about children helping others in the community.</p> <p>Collaboratively or individually select a project available for them to help others in the community.</p> <p>Participate in an event designed to help others in the community, e.g., class project, scout project, faith-based group projects, etc.</p>
<p><b>Assessment:</b></p> <p>Help other people at home and school and explain how this was helpful.</p>	<p><b>Assessment:</b></p> <p>Help other people and explain how they were helped.</p>	<p><b>Assessment:</b></p> <p>Help a group in the community and explain how they helped.</p>